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ABSTRACT

The Dale Avenue Early Childhood Education Project was developed in the Dale Avenue School in Paterson, New Jersey through funding the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey E.S.E.A. Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost. It is noted here that the special area teachers at Dale Avenue School are teaching art, music, physical education, and home economics skills to very young children. Special area objectives for these early years were developed by the special area teachers, as specified by their Special Area supervisors and compatible with the Dale Avenue Performance Objectives, which are held to be based on the needs of young urban children. The objectives provide suggestions to special area teachers who work with young children. They are also deemed useful to prekindergarten through third grade classroom teachers as an aide in checking off the art, home economics, music and physical education skills children have mastered. (Author/JM)

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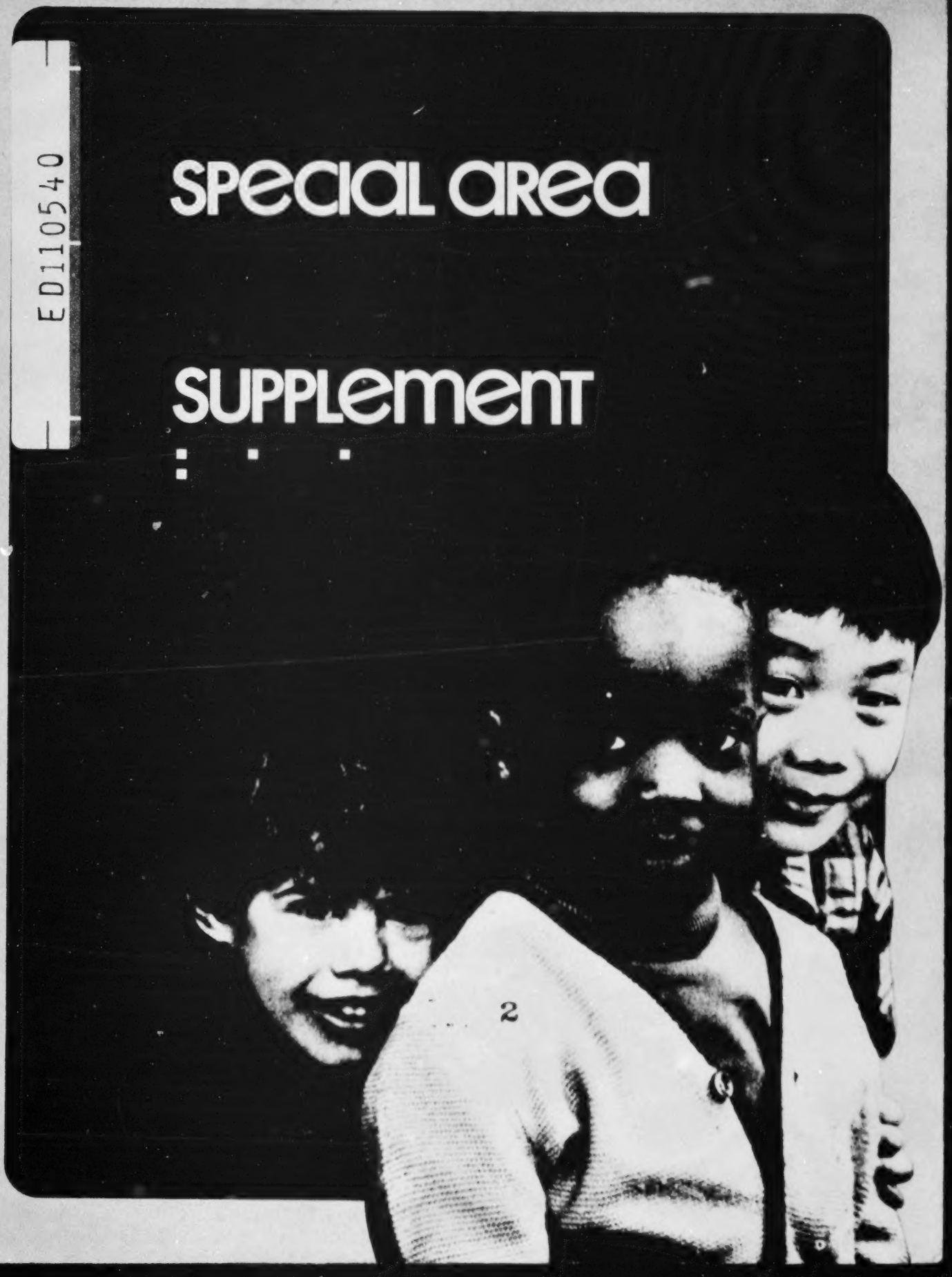

ED110540

The Dale Avenue Performance Objective Model

A Performance Objective Curriculum for Prekindergarten through Third Grade

- Special Area Supplement -

Art Curriculum - Home Economics, Music and Physical Education Performance Objectives

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August, 1974.

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PREFACE

The special area teachers at Dale Avenue School are teaching art, music, physical education and home economics skills to very young children. Most elementary schools do not start the teaching of these skills until after the third grade and many colleges do not instruct the art, music, home economics and physical education teachers in how to teach these early skills.

Mrs. Savona, Mrs. Del Prete, Mr. Leeds and Miss Drabkin have very creatively developed special area objectives for these early years, as specified by their Special Area supervisors and compatible with the Dale Avenue Performance Objectives which are based on the needs of young urban children. These objectives provide suggestions to special area teachers who work with young children. They can also be useful to prekindergarten through third grade classroom teachers as an aide in checking off the art, home economics, music and physical education skills children have mastered.

Edward B. Epstein, Art Supervisor
Mary Baldwin, Home Economics Supervisor
Betty Shaw, Music Supervisor
Morris Deutsch, Physical Education Supervisor

INTRODUCTION

At the request of the Dale Avenue Title III staff Arnold Leeds, music teacher, and Susan Drabkin, physical education teacher, wrote the music and physical education performance objectives for prekindergarten through third grade. Angela Del Prete wrote home economics performance objectives for third grade only as this is the only grade level she teaches on a regular basis. Prekindergarten through third grade home room teachers, however, make appointments with her to use her room and services when some aspect of cooking is related to concepts they are trying to teach.

While Mr. Leeds and Mrs. Del Prete wrote their objective in many of the same areas as the Dale Avenue Performance Objectives (Listening, Naming, Observing, Motor Skills, Decoding, Classification and Seriation), Miss Drabkin broke hers down into specific motor skill areas such as tumbling, ball handling skills, etc. Not only may these performance objectives be of interest to music, home economics and physical education teachers but to prekindergarten through third grade teachers using Dale Avenue Performance Objectives who do not have the services of special area teachers.

Instead of writing performance objectives, Diane Savona, art teacher, outlined an art curriculum for kindergarten

through third grade. This curriculum includes specific directions on how to teach such skills as cutting, using shapes, sewing, etc.

Directions for teaching these skills should be very helpful to elementary school art teachers and classroom teachers in elementary schools where there are no art teachers or where the art teachers do not work with very young children.

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DALE AVENUE ART PROGRAM

PROCESS vs. PRODUCT

BY MRS. DIANE SAVONA

Most people remember art as a time to make pretty things, with the teacher helping everyone make identical Easter baskets or valentines. This is the traditional "product" approach to teaching art. In this approach, the appearance of the end product determines the success of the lesson - even if the teacher actually does 90% of the construction. It's fun, it's pretty, but it isn't very educational.

Our program, a sequential skills program, favors the process - teaching the child the skills He needs to do things himself, regardless of what his product looks like. The success of the "process" lesson is determined by how many children learned the skills involved - not how the product looks.

SEQUENTIAL SKILLS

The process is learned in a program of sequential skills. A sequence of increasingly complicated skills is built from Kindergarten to third level.

The Kindergarteners learn the simplest, most basic skills. These are repeated, reinforced and built upon each consecutive year. For instance, in teaching the process of sewing, the Kindergarteners merely learn the up and down motion of sewing. They use a pre-threaded, pre-knotted needle. There is no product; they aren't making anything, just learning to sew. The first level learns to cut the thread, put it in the needle's eye and knot it. The second level reinforces this, and learns different stitches. By third level, the children are capable of planning out their own cloth pictures, which they sew with adult size needles.

What skills do they learn from this process? The motor skills of tying knots, cutting threads, repetition of hand movements, measuring, eye-hand coordination. These skills are necessary for their everyday life - tying shoelaces, sewing buttons, using scissors. The eye-hand coordination is a prerequisite to learning more complex fine motor skills.

VISUAL AND MOTOR SKILLS

The skills in the sequential program can be divided roughly into two groups: motor and visual.

Motor skills include: using scissors to cut paper, string, and cloth; cutting paper in lines and patterns, and partial cutting; cutting thicker materials with knives; gluing paper, string, cardboard, and tissue paper, using fingers or brushes; single and multiple folding; molding clay forms - pulling, pinching, joining parts, scoring, flattening; painting - holding the brush, dipping it, wiping it, moving it, washing it, mixing colors; weaving - over, under and reversing; printing - rolling ink, pressing impression, repeating motif; making lines with rulers; coloring with crayons - drawing and coloring in shapes, correctly drawing shapes. There are others, including the ones mentioned in the example of sewing.

The visual skills are those which help the child to mentally organize and understand what he sees. These include seeing shades of color, patterns, stripes, overlapping shapes, kinds of lines, positive and negative, outlines, background and foreground of a painting, skyline, distance, texture, drawing three dimensional shapes, balance, symmetry, and spatial concepts such as over, under, top, bottom, sides, back, front, high and low.

CI

KINDERGARTEN

A. CUTTING - HOW TO USE SCISSORS

OBJECTIVE: to use scissors to cut paper without tearing; to hold scissors correctly; to carry them safely.

METHOD: distribute scissors and paper. Paper should be mimeograph paper with lines of varying lengths drawn on it. It is not necessary to use only blunt point scissors; children should learn to handle sharp scissors safely. It does help to have small scissors for easier holding.

1. Demonstrate a safe method for the children to transport the scissors (point down or wrapped in fist). Ask them what can happen if scissors are carried with points out.

2. Demonstrate how to hold scissors for cutting - which fingers go where.

3. Have children practice opening and closing scissors (talk about how they need to take big bites, and press hard to close).

4. Practice cutting paper. Help those who are having trouble.

5. When finished, all paper goes in the garbage. Have all children carry their scissors to you, giving them practice in safe handling.

NOTE: Pick one safe way of handling scissors and stick to it. Make that the only acceptable way to carry scissors.

B. SHAPES AND CUTTING

OBJECTIVE: He is able to recognize a circle, a square and a triangle. He has more advanced cutting practice.

METHOD:

1. Distribute pre-cut paper shapes (circle, square and triangle) to each child. Shapes should be approximately 1½" by 1½", so that they will be easy for the child to hold.

2. Ask each child to pick up the circle. Have them trace the edges of the shape around with their finger.

3. Questions: "Are there any flat sides on the circle?" "Are there any points on the circle?"

4. Have them put the circle down and draw circles with their fingers in the air.

5. Have each child pick up square. Trace the shape with their fingers around the edges. Count the corners with them. Count the flat sides.

6. Question them on the number of sides and corners.

7. Lead them in drawing squares with their fingers in the air.

8. Repeat these steps with the triangle.

9. While this is going on, or before this begins, stack paper, pencils, and scissors in center of table.

10. After introducing all three shapes, ask them to trace the three shapes on the paper with the pencil. Demonstrate this.

11. When the three shapes have been traced, have children use scissors to cut out the shapes.

C. SHADOW SHAPES

OBJECTIVE: SCISSOR PRACTICE (This lesson provides good motivation for children who have trouble using scissors.)

METHOD:

1. Distribute small sheets (approx. 6" x 6") of some thin paper (Mimeograph paper or writing paper) and scissors to each table of children.

2. Using an overhead projector (with lights out) show how oddly shaped pieces of paper can be moved around on the screen to create big shadow shapes on the wall. Show how cutting a slit into the paper can make a mouth that opens and closes. (Avoid realism with your demonstration model. They will be unable to do as well and get frustrated. Use a fairly indefinite but interesting shape.)

3. Speculate with the children on what the shape could be.

4. After turning on enough lights so they can see what they're doing, ask them if they would like to try a shadow shape.

5. Each child cuts his own shapes and shows them on the projector.

D. GLUING I

OBJECTIVE: to apply glue to a small paper, using one finger, and stick it to a larger paper.

METHOD: Distribute pieces of 9 x 12 construction paper; dishes of paste; paper plates of multi-colored scraps of paper. Make sure paste dishes are reasonably stable (a paper cup is too easily knocked over, for example).

1. Gathering children around you so all can see well, demonstrate which finger to use, and how to tuck the other fingers away. Show how much paste to use, how to spread all over the paper, how to turn the paper over, and press, not pound. Discuss and demonstrate what can go wrong and how to solve it. ("If you get too much paste on your finger, you wipe it off on the edge of the paste dish.")

2. Practice pasting. Remember, it's not important if they paste a picture or a random pattern of pieces. The important thing is the pasting technique itself: critize or praise that, not the arrangement of shapes. (One thing at a time.)

3. When finished, collect paste and use damp sponges to clean hands.

VARIATION: use 9 x 12 pieces of grey paper and scraps of blue paper. Do this on a very rainy day to make a rain-drop picture.

E. GLUING II

OBJECTIVE: reinforcement of pasting technique and knowledge of shapes; refinement of pasting skills.

METHOD: Distribute 9 x 12 paper, paste dishes and plates of paper shapes (circle, square, triangle - use ones left from Shapes and Cutting (B))

1. Again demonstrate pasting technique - using one finger, rubbing, pressing, etc. Introduce use of "Sneaky Paper" - one paper shape picked to help "sneak" paste under un-stuck corners. You pick up a little paste on the corner of a sneaky paper and slip it under the pieces which haven't stuck down. The sneaky paper is also used to scrape up extra paste from the paper and fingers.

2. Also demonstrate how different shapes can be glued together to form pictures.

F. GLUING STICK-UPS

OBJECTIVE: ADVANCED GLUING AND FOLDING PRACTICE.

METHOD:

1. Discuss and demonstrate how things can be glued flat on the paper, and can be glued standing up on the paper. Explain how to glue only part of the scrap, and fold the rest to make it stand up. Show different ways to fold and bend the paper (gluing each on the large sheet as you are talking).

2. Ask them to try it and see how many ways they can make the paper scraps stand up on the big sheet.

3. (Use same supplies as in Gluing D.)

G. GLUING TEAR-DROP AND CIRCLE

OBJECTIVE: learning to glue pieces of paper together in his hands, as opposed to gluing onto a flat sheet of paper on the table.

METHOD:

1. Distribute to each table a dish of Adhezo paste and pile of various colored construction paper cut into strips approximately 6" x 1".
2. Demonstrate to class how to glue a strip and make it a circle.
3. Have them try it. Help individuals who can't get it.
4. Demonstrate to class how to glue strip to make a tear drop shape.
5. Have them try it. Help individuals.
6. Demonstrate how to glue these two shapes together.
7. Have them try it.
8. Hold together various combinations of circles and tear drops (which you have made up in advance) to show how they can make different things. (Example: rabbits, birds, people, etc.)
9. Let them see what they can make.

H. PAINTING - ONE COLOR

OBJECTIVE: A child's first encounter with a paint brush will often determine his whole feeling for the medium. Therefore, the most important thing is to make this first encounter a good one: The objective is to give each child confidence that he can paint. Secondary objectives are correct use of a paintbrush, ability to get paint from jar to paper, and ability to move the brush in a controlled manner.

METHOD: To achieve this objective, it is important to set up your supplies to avoid accidents. If a child gets covered with paint, he gets upset, you get upset, his mother gets upset. Result - he doesn't like to paint, because it makes everyone yell at him. Telling the class "Be Careful" doesn't help. This does:

1. Give each table one jar (preferably short and flat) of paint, half full. Hint: if you glue each jar to a large square of cardboard ahead of time, they <u>can't</u> knock it over.

2. Give each child a large piece of paper (12" x 18" or bigger) and a long handled brush.

3. Show them how to hold the brush (like a pencil near the bottom, for better control, not at the far tip). Talk about how we don't pound the paint brush on its head, we move it back and forth. Explain how to dip the brush in the paint, and wipe it on the edge so it won't drip.

4. Paint. The first time a child paints, he often covers the entire paper - let him. Don't stop him when it looks good to you. Restraint is something that comes later.

   Do not praise the way a painting looks - everyone will copy it. Praise the objectives you're trying to teach: "How nicely you're holding the brush," or "Very neat - no drips."

I. PAINTING THREE COLORS

OBJECTIVES: learning how to wash out the brush between colors; introduction to mixing colors.

METHOD: distribute to each table three jars of paint (preferably wedged into a low box, for greater stability) a large can of water, large white paper and brushes.

1. Review correct use of brush-holding, dipping, wiping.

2. Explain and demonstrate how to wash the brush between colors - stirring it around, wiping it on the edge of the water can, without splashing.

3. Demonstrate how paint can be mixed on paper.

4. Let them mix new colors

NOTE: use red, yellow and blue (primary colors). These three make the most new colors. When busy making new colors, do not at the same time try to make pictures. Just mix colors.

J. PAINTING - MULTI COLOR

OBJECTIVE: using different colors to make a painting; using thin and thick lines; using a pointed brush.

NOTE: do not try to mix colors now - that's too much at one time, and only makes things confusing. At the Kindergarten level, it's best to either teach color mixing or painting, not both at one time.

METHOD: distribute half filled jars of paint (four jars - red, yellow, black and white works well), wedged together into a low box for stability; brushes; water cans; large papers.

1. Review use of brush and washing brush. Demonstrate how to use two fingers to pinch water out of wet clean brush to make a point. A pointed brush makes thin lines - a wet brush, held flat, makes fat lines. A brush should be stroked back and forth, not smashed down like a floor mop - demonstrate this.

2. Now quickly suggest a topic for a painting - flowers, houses, cars, whatever. If someone wants to do something else, let him. Remember - the painting isn't important: learning to handle and enjoy the paint is important. If someone doesn't know what to paint, then be more specific with that one child: a picture of your house or your family.

3. Some children will still want to cover the whole paper - let them. That's a developmental stage they have to grow out of. More opportunities to paint will help - stopping them won't help.

K. DRAWING

OBJECTIVE: Realization of shapes of surrounding objects; recognition of proportion of sizes.

METHOD:

1. More than drawing - talk. Discuss the shapes of objects in the room. Questions - "What shape is the door?" "The desk?" "The paint jar?" Ask them to try and remember the shapes of objects outside the class - things they can't see.

2. Talk about sizes. Questions - "Which is bigger - the window or the table?" "Which is taller - the chair or the box?" etc.

3. Try some simple pictures of basic objects - a ball, a box, a table, etc. with crayons on paper.

L. PLASTICINE

OBJECTIVE: Ability to mold and form the material to desired shape.

METHOD:

1. Give each child a lump of clay.

2. Discuss with them how this is not real clay, this is practice clay.

3. Show them how the clay can be rolled, flattened, pinched, pulled, poked.

4. Let them work with it, making whatever they like.

5. This lesson should be repeated several times, so they can achieve the manual dexterity needed to control the material.

M. CERAMICS

OBJECTIVE: Introduction to knowledge of ceramics, ability to mold and shape material.

METHOD:

1. Talk about what ceramics is - how it is different from plasticine. Where does clay come from? What is it made of? Discuss how the kiln hardens the clay.

2. Distribute masonite workboards, and small lumps of clay.

3. For the first project, show them how to make the clay quickly into a ball and flatten it on the work board. (Warn them that if they play with it too long, it will start to dry and crumble.)

4. Tell them to leave it on the workboard.

5. Give them each a popsicle stick to poke at the clay to make a design.

6. After clay is fired, either paint with tempera or acrylic, or glaze with glaze crayons, and string to make necklace.

N. LINES

OBJECTIVE: Recognition of what a line is; knowing different kinds of lines; understanding stripes.

METHOD: Distribute crayons and large paper.

1. On chalkboard, draw different kinds of lines and ask children to identify; straight, curved, zig-zag, bent, dotted, double.

2. Definition: a stripe is one line repeated again and again. Show how one line, made over and over, makes a stripe. Look at our clothes - who has stripes on?

3. Ask each child to pick one kind of line, and make that one over and over to make stripes. (Reinforce the need to use only one line: ask several children which kind they are using, and when they answer, repeat - "Use just that one.")

O. PATTERNS

OBJECTIVE: Understanding what a pattern is; learning repetition; practicing folding.

METHOD: Distribute large sheets of newsprint paper (18 x 24) and crayons.

1. Demonstrate how to fold paper in half: Pick up the side, make it touch the other side, hold the sides together with one hand and press the middle with the other hand. Now fold in half again. Then fold top to bottom twice (Result - 16 squares).

2. Do all this before you start talking about patterns (one thing at a time). Leave folded papers at tables and gather together to show how one shape, made over and over, makes a pattern. Each child is to pick one shape, and draw it once in each box to make a pattern.

P. PRINTING

OBJECTIVE: Introduction to what printing is, reinforcement of patterns.

METHOD: Distribute 18 x 24 pieces of newsprint, erasers, which have been cut into different shapes; and ink pads. (Ink pads can be made by cutting a piece of felt, wetting it, coating it in Tempera paint and placing it in a double paper plate. These can be thrown out when finished.)

1. Fold paper the same way as for Patterns.

2. Discuss how we made patterns and what they are. This is a faster way to make patterns called printing. The erasers are pressed into the ink pad and pressed on the paper and repeated. The shape should go in the same place in each box (in the middle of the box, or the top, or wherever, but all the same).

3. After most of the class has finished printing one shape, then show how we can make a pattern with two or three shapes, repeated, all the same.

Q. SEWING

OBJECTIVE: Recognition of what sewing is, how it works, the parts involved, the ability to do a simple running stitch.

METHOD:

1. Distribute small (6" x 6") piece of burlap and threaded, knotted needle to each child. (Use large, blunt embroidery needle and yarn.)
2. Discuss things involved in sewing - the needle, why it has a point and an eye, the thread, why you need a knot.
3. Demonstrate a simple running stitch.
4. Let them try it, helping individuals as they need it.

R. TEXTURES

OBJECTIVE: Knowledge of what textures are and ability to differentiate between soft and hard, rough and smooth.

METHOD:

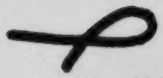
1. Talk about difference between how something looks and how it feels.
2. Have them close their eyes and feel their clothes, hair, faces, shoes, etc. Ask how each thing feels.
3. Show them how to do a crayon rubbing (with a peeled crayon - dark color - 6" x 6" piece of newsprint).
4. Distribute crayon and paper.
5. Let them search the room for textures to rub.

S. KNOT NECKLACES

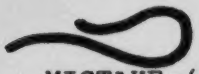
OBJECTIVE: How to tie simple knots.

METHOD: Distribute lengths of bright colored yarn, (2½ feet) one to each child.

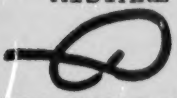
1. The necklace is made by tying knots in the yarn - these will be the beads in the necklace.



LOOP (1)



MISTAKE (2)



UNDER THE LOOP (3)

2. Demonstrate - with children gathered around to watch closely how to tie a knot. Tell them as you demonstrate: "Pick up the end of the yarn and bring it over to make a loop."
(1) Show this three or four times, then do it wrong and see if they catch it.
(2) "Now we pick up the loop and sneak the end under it."
(3) Again, show two or three times. "Now we pull — and there it is."

3. As they do it, go around and help. It's better if you stand behind a child and show him, so he can see exactly how the hands go. If you're in front of him, he has to mentally reverse what you're doing.

T. RULER LINES

OBJECTIVE: How to hold a ruler to make straight lines.

METHOD: Distribute 9 x 12 paper; rulers; crayons.

1. Demonstrate (in a gathering) how to hold the ruler. First, the mistakes - holding only at one end, so the ruler moves; getting the fingers in the way.

   Then show how to stretch our two fingers wide open to hold the ruler in two places so it can't move. The crayon has to go right next to the ruler. Make the lines from the top to the bottom.

FIRST GRADE

NOTE: Many Kindergarten projects are repeated in the first grade. This is necessary because the level of retention is rather low at this age level. Many children will not remember something which is taught only once.

A. CUTTING

If you feel it's needed, repeat the Kindergarten cutting lesson. If not, then just review how to use the scissors the first few times you use them. This review should be repeated whenever you are cutting a new material, such as yarn, cloth or oaktag.

B. CUTTING AND PASTING

OBJECTIVE: reinforcement of pasting and cutting; learning to thoughtfully arrange shapes on a paper.

METHOD: distribute 9 x 12 paper, scissors, and small pieces of colored paper.

1. Demonstrate how shapes and objects can be cut out of the colored paper. Talk about different things we can cut out. Show how we can arrange these on the paper to make a picture. Show different ways the same objects can be moved around to make different pictures.

2. Cut out objects.

3. When they are almost finished cutting, review how to safely carry the scissors back to you. They should finish cutting before they begin gluing. The first one finished can distribute paste dishes.

4. Glue down the picture.

C. GLUING STICK-UPS

OBJECTIVE: advanced gluing and folding practice.

METHOD:

1. Discuss and demonstrate how things can be glued flat on the paper, and can be glued standing up on the paper. Explain how to glue only part of the paper, and fold the rest, to make it stand up. Show different ways to fold and bend the paper.

2. Ask them to try it and see how many ways they can make the paper stand up on the large sheet.

D. GLUING TEAR-DROP AND CIRCLE

OBJECTIVE: learning to glue pieces of paper together in his hands, as opposed to gluing onto a flat sheet of paper on the table.

METHOD:

1. Distribute to each table a dish of Adhezo paste and a pile of various colored construction paper cut into strips approximately 6" x 1".

2. Demonstrate how to glue together a circle. Have the class try it, and help individuals who have trouble.

3. Demonstrate how to glue a tear-drop shape, and have them try it.

4. Demonstrate how to glue these two shapes together.

5. Show them how to glue the shapes together to make various creatures. (Example: bird, rabbit, etc.)

6. Let them see what they can make.

E. MOSAICS

OBJECTIVE: knowledge of what a mosaic is, reinforce gluing.

METHOD:

1. Distribute tray of various colored squares (½ x ½) of paper, large (9" x 12") sheets of paper, and dishes of paste.

2. Discuss different ways to make a picture. (Example: crayon, paint, pencil, etc.) Show them a mosaic and ask how it was made.

3. If possible, show film strip on how mosaics are made.

4. If film strip is not available, demonstrate how pieces of paper are glued side by side.

5. This project will probably take two weeks, especially if the slides are shown.

F. PAPER PLATE MASKS

OBJECTIVE: Introduction to knowledge of Indian and/or African art; reinforcement of cutting and gluing.

METHOD:

1. Distribute paper plate, scissors, Adhezo paste and pieces of various colored construction paper.

2. With photographs or slides, show and discuss the masks of American Indians or Africa. Point out design patterns used. Question them to increase perception - "What shape is this mask?" "This mask has big teeth - what kind of teeth did the one before this have?" "Who remembers?" etc.

3. Demonstrate how paper can be cut and glued to plate to create eyes, mouth, hair, etc. If available, give the class scrap yarn to glue for hair.

4. Tell them not to try to cut the plate - it's usually too difficult for first level, and results in a lot of torn plates.

G. FOLDING

OBJECTIVE: To be able to fold the paper in half, fourths, thirds, diagonally, and in a fan pattern.

METHOD:

1. Distribute various size sheets of mimeograph paper.

2. Demonstrate different folds, and have class try them.

3. Finish with making paper planes.

H. PAINTING - REPEAT

Three color painting and multi-color painting.

Painting - In General.

After the class has repeated the three color painting and multi-color painting, they should have the basic painting skills: holding the brush; moving it in a controlled manner; dipping it; wiping it off; washing it; using fingers to squeeze it to a point; mixing colors.

When these skills have been mastered it's a good idea to let the students practice their skills. Showing slides or movies of animals, trees, places, boats, etc., just before painting, provides good visual stimulation.

I. PAINTING - SHADES

OBJECTIVE: Understanding shades of colors, mastering techniques of using a very wet brush and very dry brush.

METHOD: Distribute box of paint (red, white, blue, yellow and black), water can, large paper, brushes.

1. Black makes colors darker, white makes them lighter. Demonstrate how to place four large black dots on the paper. Wash brush. Now dip brush in red and mix with first black dot - look how the color gets darker. Repeat with blue and yellow. White and black makes grey. Now make four white dots and add black, red, white and yellow.

2. Have children do this on their papers. Make sure they wash their brushes. Water may need to be changed.

3. When most are finished, gather children together for another demonstration. Show the difference between paint right out of the jar and very wet, washed-out color. One is thick, one is thin. One is bright and dark, the other is pale and lighter.

4. Have children do this on their paper.

J. DRAWING

OBJECTIVE: Ability to clearly visualize everyday objects; to see shapes surrounding us; to strengthen visual memory.

METHOD:

1. Talk about objects in the room - which are round, square, triangular? Which are big, small? Which are flat, rounded? Place one large object in an easily seen position. Discuss its shape. Ask children to draw it. Repeat with other objects. Begin with basic shapes (round ball, box, book) and proceed to odd shapes (glue bottles, scissors, chair). Do not expect great accuracy - merely improvement. Ability to draw three dimensional shapes without flattening comes later.

2. Another method is to show slides - of animals, cars, anything - and then draw. If a child says "I don't know how to draw it," you can say, "Let's look again." Look at the slide, and discuss the object in question. (Hint: Don't ask "Now can you draw it?", he'll say no. Shake your head up and down and announce "Now you can draw it!", positive thinking usually works.)

3. If possible, give each child a pad of paper and pencil.(Pads can be adequately made by taping paper to pieces of masonite or heavy cardboard.) Take class out to park, or to view construction site (from a safe distance) or any interesting place. Talk about what you see. Have children draw what they see.

K. PLASTICINE

OBJECTIVE: Ability to mold and form the material to desired shape.

1. Give each child a lump of plasticine.
2. Review how this is practice clay.
3. Demonstrate how the plasticine can be rolled, pinched, pulled and poked.
4. Let them work with it.

L. CERAMICS - PINCH POTS

OBJECTIVE: Learning to knead and press the clay to the desired shape - Introduction to glazing.

1. Distribute clay on workboards.

2. Discuss difference between plasticine and clay. Review use of kiln - explain glazes. Show them model pieces of ceramics at each level (i.e. - show them a piece of green-ware, stoneware, with unfired glaze, and finished piece).

3. Demonstrate the finger motions needed to make a pot; demonstrate making for two pots. Stress how clay will crumble if worked too long.

4. After pots are dried and fired, glaze with glaze crayons (cover with clear transparent glaze yourself).

M. PARIS CRAFT CREATURES

OBJECTIVE: Learning to handle a sculptural material; painting a rounded object.

1. Distribute pre-cut pieces of Paris Craft (P.C.) large can of water, and small balloons (already blown up). If you don't have balloons, the class can crumble up wads of newspaper and use these.

2. Discuss what P. C. is, and show how to use it. Each piece is dipped in water and spread flat on the balloon, with the next piece overlapping the first. Cover the balloon with two coats of Paris Craft and let dry.

3. Next class, when shapes are dry, paint with thin tempera paint. (Thick tempera often cracks or peels off P.C.)

NOTE WELL: DO NOT POUR the can of water down the drain - it will clog it. Let the plaster settle first, then pour the clear water only. Scoop out the sediment and dispose of it.

N. REPEAT PATTERN LESSON AND ERASER PRINTING

O. MEAT PACKING PRINTING

OBJECTIVE: more advanced printing experience.

METHOD: Collect several styrofoam trays (supermarket trays). Cut trays into 2" x 3" pieces. Distribute styrofoam pieces, ink pads (see Kindergarten Printing lesson to see how to make ink pads), blunt embroidery needles, and large sheets of newsprint.

1. Review how to fold newsprint into sixteen squares.

2. Leave folded newsprint on desks, gather children into group to demonstrate. Blunt needle is used to impress picture into styrofoam. When styrofoam is pressed on ink pad and printed, the recessed lines will show as white spaces. (Try this yourself, before class, to make sure ink and styrofoam are compatible - some ink will bead up on some styrofoam.)

   Return to desks, have children impress pictures into styrofoam, then print.

P. SEWING I

OBJECTIVE: Review of what sewing is, how to do it, sewing vocabulary: ability to thread the needle, cut the thread, and knot it.

1. Distribute "sewing boxes" - boxes containing needles, scissors, 6" x 6" pieces of burlap, and cut-to-size pieces of yarn.

2. Discuss sewing. Review K level explanation of what it is. Go over sewing vocablulary - needle, point, eye, knot, threading.

3. Demonstrate - slowly - how to cut the yarn (so that after they use up their first piece - in the box - they can come up and cut their own second piece from the ball of yarn). Demonstrate how to thread the needle - let them do it - then show how to knot it (use a double thread) then show how to do a simple running stitch.

4. Practice sewing and cutting.

Q. SEWING II

OBJECTIVE: Reinforcement of cutting, threading, knotting: ability to sew a simple running stitch into a picture.

1. Distribute sewing boxes (without yarn - let them cut their own this time) and crayons.

2. Have them use a crayon to draw a simple picture on the burlap.

3. Go over running stitch again - demonstrate - then sew on lines to make embroidered picture.

4. Sew.

R. TEXTURES

OBJECTIVE: (Repeat of K Lesson) Knowledge of what textures are and ability to differentiate between soft and hard; smooth and rough.

1. Talk about difference between how something looks and how it feels.

2. Have them close their eyes and feel their clothes, hair, face, etc. Ask how each thing feels.

3. Show them how to do a crayon rubbing (with a peeled crayon - dark color - and 6" x 6" pieces of newsprint).

4. Distribute crayons and paper.

5. Let them search the room for textures to rub.

S. PAPER WEAVING

OBJECTIVE: Introduction to what weaving is, what it's used for; ability to do a simple paper weaving; realization that clothing is generally woven; vocabulary.

1. Distribute 9" x 12" sheets of blue paper; 1" x 9" strips of red and white paper; scissors. Leave all supplies on tables while class groups around for discussion and demonstration.

2. Discuss what weaving is (demonstrate the warp and woof by pulling at the sides of a piece of burlap. They'll remember from sewing how it comes apart, and you can explain how this is the warp and woof). Ask them to look closely at their clothes and see if they can find the warp and woof.

3. Demonstrate carefully how to fold and cut the blue paper to make the warp. The red and white strips are alternated for woof. (You can make a game of the red and white strips chasing each other through the blue - they have to be careful not to be on the same blue, together.)

4. The class goes back to their tables and weaves. Help individuals who need it.

T. COLORED CHALK

OBJECTIVE: Observation and feel of the material; color mixing.

1. Distribute paper and boxes of chalk (colored).

2. Demonstrate and discuss the differences between chalk and crayon (the feel, the smearing, neatness, etc.).

3. Let them work with the chalk for a while on their large sheets of paper (a design is probably better than attempting a picture). Then demonstrate (quickly) how different the chalk is on wet paper ("Look how it smears!"). Pass out sheets of wet paper (manila construction paper works well). The wetter the paper is, the better it will work.

U. CRAYON RESIST

OBJECTIVE: The idea of the wax in the crayon resisting the water in the paint: observation of difference in crayon colors before and after paint. ("Do they look lighter or darker? Why?")

1. Pass out crayons and white paper.

2. Demonstrate how paint (black) will not cover the paper where it has crayon on it.

3. Discuss "resist" - point out how a sponge absorbs water (if it gets wet, you can't wipe it dry); but a dish or a raincoat resists water, (there's water on it, but not in it).

4. Stress how the more crayon they put on, the more it will resist.

5. After they have completed their crayon design, let them come up to a table set aside for painting.

SECOND GRADE

A. CUT PAPER - PORTRAITS

OBJECTIVE: Use of scissors, glue; development of powers of observation.

1. Distribute scissors, glue, 9" x 12" sheets of white or colored construction paper; and three sheets 6" x 6" pieces of construction paper per child (three colors).

2. Demonstrate cutting and gluing different colored pieces to large sheet to make a portrait. (Try a picture of yourself, or someone in the room.) See if they can figure out who it is.

3. Ask them to try a picture of someone in the school. Tell them to close their eyes and try to remember what that person is wearing today. Then cut and glue the picture.

B. SHADOW PUPPETS

OBJECTIVE: Cutting, gluing, understanding of shadows.

1. Distribute paper, glue, pencils, scissors.

2. Using overhead projector, demonstrate how cut pieces of paper will cast large shadows on the wall. Explain why lines drawn on the paper will not cast shadows.

3. Demonstrate how to glue rectangles and circles together to make a man, or a car, or a house, etc. (Show how to poke holes with point of scissors, for windows, eyes, etc.)

4. Children line up to move their puppet figures on the projector screen as they finish them.

C. POSITIVE - NEGATIVE SHAPES

OBJECTIVE: Advanced cutting; understanding of positive and negative.

1. Distribute approximately 6" x 6" sheets of black and white construction paper; and scissors and glue.

2. Using overhead projector, show several negative designs (good examples - bat, the moon, stars, planes, etc.), use black paper.

3. Explain how you made them - show how the positive you cut out has the same shape as the negative remainder. Show the shadow of a positive shape ("What is it?") and then the negative ("Is this the same shape?").

4. Point out that they have to cut very carefully, so that both sides of the cutting are good.

5. Line up to show the positive and negative they have cut.

6. Have class sit down, after all have been shown, and glue the black positive to the white paper.

D. TISSUE PAPER COLLAGE

OBJECTIVE: More advanced handling of glue and scissors, exposure to new material; reinforcement of color mixing; introduction of overlapping concept.

1. Distribute jars of watered-down glue; brushes; scissors; small sheets of various colored tissue paper; large (9" x 12" or bigger) sheets of white paper.

2. Demonstrate and discuss the thinness of the new paper; how easily it tears; cutting it; show how to brush on the thin glue (to the white paper) and lay the cut shape of tissue paper on the glue. Show how to overlap colors. Discuss - "What new color do we make by putting these two together?" When we put these pieces on top of each other - when we overlap them - we can still see both of them. If we used regular paper, what would happen?

3. Cut and glue picture or design.

E. CUT PAPER MURAL

OBJECTIVE: Understanding of overlapping concept; realization of skyline; awareness of proportion; reinforcement of cutting and gluing skills.

1. Hang large sheet of white paper on wall, 3' x 12' or larger depending on size of class. Distribute glue, crayons, multi-colored sheets of various size papers, scissors.

2. Describe project (building a city). Discuss - "What should our city have?" (buildings, cars, trees, people, etc.). If possible, go over to window and look out at city; if not, look at photograph of city. Discuss "Are all the buildings the same size?" "What color are they?" "Shape?" "How big are the cars?" Demonstrate - "If the building is this big (show example) could this person fit in it?" (show example). Discuss - "How are the buildings set?" "Are they all in a row?" "Can you see all of the buildings?" Bring out how some of the buildings overlap and cannot be seen.

3. Begin cutting and drawing. As they draw and cut out a building or person, they can come up and glue it in the city. Demonstrate how the first buildings have to be built up in back, and others will be built, or placed covering part of the first ones - overlapping them.

4. This project may take two or three weeks. After the city is almost complete, begin discussing the sky (clouds, birds, sun, etc.). Discuss skyline - where does the blue sky stop. Demonstrate on small picture how the blue goes all the way down to touch the buildings.

5. Color in sky.

F. PICTURE OF YOUR HOUSE

OBJECTIVE: Follow up lesson for Cut Paper Mural; reinforces overlapping concept; proportion, skyline.

1. This can be done with crayons or paint. (It should not be the first painting project of the year, when there will be techniques to be stressed.)

2. Review city mural and if possible, while looking at it, discuss overlapping, skyline, size, then ask class to draw picture of their own house and houses near it, people around it, etc.

G. CAVE PAINTING

OBJECTIVE: Introduction to primitive art history; group painting experience.

If possible, set up a tent-like enclosure in the classroom (use a parachute; old sheets; large cardboards, etc.). If not possible, do this project in seats as usual.

METHOD: First week: If you have been able to set up an enclosure, invite the class into your "Cave." Sit down and with photographs, slides or film strip, show examples of primitive cave art. Discuss the caves, the people who lived in them. How did they live? Where did they get their food and clothes? Why did they paint on the cave walls? Where did they get the paint? The brushes? Why did they paint animals?

Second Week: In the same enclosure, hang large sheets of paper on the walls of the cave (or the classroom walls).

Review the things you discussed last class. Distribute brushes, paint (one small, plastic, half-filled jar per child) and sticks of charcoal. Ask class to do some of their own cave paintings.

H. CERAMICS - PLAQUES

OBJECTIVE: Learning to score clay and correctly join two pieces with slip.

METHOD: Distribute workboards, clay, popsicle sticks and dishes of slip (very wet clay, most easily made by mixing dry, crumbled clay and water).

Demonstrate how to separate clay into two balls. The first ball is flattened down. The second ball is used to make parts to decorate the plaque. Show how to score (make small markings) on the plaque and the piece to be added, with the popsicle stick. Then use the stick to scoop and spread slip (almost like glue) on both parts. The two are pressed together, the extra slip is wiped off. Repeat with more pieces, until plaque is decorated.

When completely dry, fire in kiln. May be glazed with underglaze crayons or liquid glazes.

Hints on glazing: If using underglaze crayons, soak the entire piece first, and keep wet with a brush. If using pre-mixed liquid glazes, make sure (a) you've checked them out in advance, to see which ones need to be put on thick or thin. (b) there's no glaze on the bottom - this will make it stick to the kiln shelf.

I. PARIS CRAFT CREATURES

OBJECTIVE: Handling of scuptural material.

1. Distribute pre-cut P.C., newspaper, masking tape, and large containers of water.

2. Demonstrate crumbling the paper, taping it, carefully show how to add head and limbs (show a few times, explaining precisely how to crumble loosely and attach well with tape to main body). Demonstrate slowly how to wet and drape P.C. on paper form, starting with weakest points (neck, shoulders, etc.). Demonstrate mistakes - washing out P.C. too much, lumping it up, etc.

3. Have class crumble paper, tape it, start P.C. May take two weeks to complete two coats of P.C.

4. Next class, after P.C. is complete and dry, paint the sculpture with acrylic or very thin tempera.

J. POTATO PRINTING

OBJECTIVE: Understanding of printing, cutting and controlling design.

1. Distribute cut (in half) potatoes, ink pads, and knives.

2. Stress danger of knives, and care needed in handling and carrying.

3. Review what printing is, what it's used for, how it's done today, and how it used to be done.

4. Demonstrate and explain how to cut the potato, press it in the ink and on the paper (it helps to have the paper folded in 12th or 16th to regulate the printing).

5. Print.

K. EMBROIDERY

OBJECTIVE: Ability to thread, knot, cut, sew a simple running stitch, chain stitch, satin stitch, sewing a simple picture using different stitches.

1. Distribute 6" x 6" burlap squares, scissors, needles. Review threading, cutting, knotting, basic stitch. Introduce chain stitch. Practice sewing.

2. Introduce to small groups (while others work) other stitches.

3. Next class - Distribute 9" x 12" pieces of burlap, scissors, needles (children come to yarn racks to cut off their own pieces of yarn). Use crayons to draw pictures on burlap.

4. Begin embroidery.

5. Continue for several classes helping individuals who need it.

L. PAPER WEAVING

OBJECTIVE: Ability to weave straight and curved strips of paper.

1. Distribute 9" x 12" paper, 9" x 1" strips, and scissors.

2. Demonstrate how to fold and cut the warp.

3. Slowly and carefully demonstrate and explain how to weave the 9" x 1" strips into the warp.

4. After weaving with straight strips, demonstrate how to weave straight strips into a curved warp.

M. AFRICAN MASKS

OBJECTIVE: Study of African Art, control of sculptural material.

1. Distribute paper plates, pre-cut Paris Craft, water, newspaper, masking tape.

2. Using slides, film strips, or photographs, discuss design of African masks. Point out uses of masks, design, shape, color.

3. Demonstrate how to use the newspaper and tape to create high areas on the paper plate (for nose, chin, etc.) and cover with P.C.

4. Next class, after P.C. is dry, paint with acrylic or thin tempera.

N. PAINTING

OBJECTIVE: Learning different painting techniques:

How to make the brush do what you want it to do.

METHOD: Distribute box of five colors (same as in first grade) brushes, water cans, large papers.

Review how to hold, dip, wipe and wash brush. Demonstrate and discuss how a pointed brush makes thin lines; a wet, pressed down brush makes fat lines. Show how a dry, almost empty brush paints sketchy marks; how to make dots.

METHOD: (continued)

Show how a surface can be painted with a wet brush to give an area of color, then later details added with a dry brush (example: first we use a wet brush to paint water, let dry, then use dry brush to paint ducks or fish in and on it).

Ask class to try these different effects on their papers.

THIRD GRADES

A. CRAYON RUBBING

OBJECTIVE: Follow up of earlier texture rubbing lessons; reinforcement of repetitive design.

1. Distribute peeled crayons, small (3" x 3", approximately) pieces of construction paper and large sheets of newsprint.

2. Review knowledge of texture (remember the texture rubbings?) demonstrate how to cut small pieces of paper into shapes; place under folded newsprint (folded into 12ths or 16ths) and rub with peeled crayon. Move small piece to next folded square and rub again and again to create repetitive rubbed design.

B. SHADOW PICTURES

OBJECTIVE: Reinforcement of positive-negative; understanding outlines.

1. Distribute large sheets of white paper (9" x 12") and small sheets of dark colored paper; glue and scissors and crayons.

2. Using a strong light source (the overhead projector works well) demonstrate and discuss shadows - What does and does not cast a shadow - What you see (the outline of the shape).

3. Have a large sheet of paper hung on the wall so someone's shadow can be traced and looked at.

4. Demonstrate how to cut shapes out of dark paper to make a scene (people playing, animals, cars, etc.) on the white paper. Remind them that faces, clothes, and other details cannot be seen.

C. CERAMICS

OBJECTIVE: Joining parts with scoring and slipping to form a standing form.

METHOD: Distribute workboards, clay, popsicle sticks, dishes of slip. Gather class. Review scoring and slipping. Demonstrate how this joining method can be used to add legs and arms to bodies to make animals. Discuss various kinds of animals which can be made. Ask each child to make an animal, joining the parts with scoring and slipping.

NOTE: If animals are very fat, show how to use the stick to hollow it out a bit. If animals are very large, dry slowly under plastic sheets. (They may crack if dried too quickly.)

When dry, fire in kiln and then glaze with painted-on liquid glazes. (Do not use underglaze crayons: these have to be rubbed on hard, and can break fragile arms and legs.)

D. PAINTING LESSON I

OBJECTIVE: Understanding the subject and background of a painting; distance - what makes things look far away? Skyline - where the sky stops and the ground starts.

METHOD: Distribute large sheets of paper and crayons. Then gather class into a group. Using several large reproductions, discuss the subject of these paintings. (What are the paintings about?) What else is in the painting? (The background.) Where does the blue of the sky stop. Does the sky really touch the trees? Why is this house so big and this one so small? Spend a good deal of time discussing the paintings and what's in them. Then go back to the desks and distribute "subjects" blank papers cut into the shapes of people, cars, animals, etc. (These should be cut out and ready before class.) Each child must draw a background for this subject. When finished, the subject is glued into the background.

E. PAINTING LESSON II

OBJECTIVE: Further understanding of subject, background, skyline and distance.

METHOD: Distribute large sheets of paper, crayons, dishes of paste, and five pieces of paper to each child (five different colors and sizes, from 2" x 2" to 4" x 6").

Have the class cut out five houses from the five pieces of paper. Put the houses aside. Review the concepts learned last time - what is a subject? Where is the skyline? etc.

Now ask class to draw a skyline on the paper, then draw in the background. When finished, have them arrange the houses on the background in order of closest to furthest away. Check their arrangement before gluing the houses down.

F. PAINTING LESSON III

OBJECTIVE: Incorporating known painting techniques with correct painting concepts.

METHOD: Distribute paint boxes (5 colors - red, yellow, blue, black and white) water cans, brushes, and large papers. Gather class. Review briefly the techniques of wet and dry brush painting. Then discuss the color of the sky - is it always blue? What other colors can it be? What colors can the ground be? Ask class to use wet brush to paint sky and ground, joining skyline.

When nearly finished, gather again (while background is drying) to show how dry pointed brush paints the bare winter tree branches. Ask each to paint three trees, one near, one far, one in between. (Houses, people, etc. can be added too, if someone wants to.)

G. WEAVING

OBJECTIVE: Ability to do a cardboard weaving; understanding of what weaving is and what it is used for.

1. Discuss weaving - review second level explanation of uses.

2. Review method of weaving by doing a small paper weaving for practice.

3. Demonstrate how to set up a cardboard loom (use pre-notched cardboard - cardboard heavy enough to hold up will be too hard for third level children to cut).

4. Distribute looms, scissors, and cardboard or wooden shuttles.

5. Demonstrate how to come up to yarn rack, cut yarn, wind around shuttle, and weave.

6. Weave.

H. EMBROIDERY AND APPLIQUE

OBJECTIVE: Reinforcement of embroidery skills (threading, cutting, stitches, etc.) introduction to applique - What it is, how to do it.

1. Set up an area where children can come up to get the supplies they need - have yarn, felt scraps, burlap, etc.

2. Review embroidery - if possible, show examples of some of the embroidery they did last year. Review and practice stitches. Demonstrate and explain applique. Have class practice appliqueing at least one piece of felt to burlap.

3. Next class, begin an applique and embroidery picture. (Children may wish to draw picture on burlap with crayon before sewing.)

I. SCULPTURE PARIS CRAFT

OBJECTIVE: Creative use of sculptural material.

1. Demonstrate and discuss Paris Craft - how it works, how to dip it and drape it. By this time the class should be able to supply most of the information based on former experiences. Ask them questions, let them

OBJECTIVE: 1. (continued)

tell you what to do - What materials and supplies will they need? (Instead of saying, "You get the water cans and you get the newspaper, etc; ask - "What will you need to do this?")

2. Review attachment of legs, arms, etc. stressing attachment of weak points first. Discuss possible subjects they could make. One or two classes may be needed to complete Paris Crafting.

3. When sculptures are complete, they can be painted with acrylic or thin tempera.

J. CRAYON ETCHING

OBJECTIVE: Understanding of how to scrape out a design; follow up project for earlier crayon resist.

1. Distribute heavy paper and crayons.

2. Ask class to cover the white paper with a random pattern of bright colors, pressing hard with the crayons. Explain that they're not going to make a picture now, but they need to do this so that you can show them how to make a new kind of picture.

3. After class, paint over each picture with India Ink.

4. Next class, demonstrate how to carefully use scratch board knives to scrape out (etch) a picture. Stress care needed in handling knives. Show how fine lines or wide areas can be scraped off.

K. STRING PRINTING

OBJECTIVE: Refinement of printing techniques.

METHOD: Distribute pencils, string (thick), glue, brushes, and pieces of cardboard (4" x 5"). Gather class.

Demonstrate how to draw picture with pencil. Glue is brushed on, string is pressed on. When finished, leave boards to dry.

Next week, use brayers to roll ink on the string. Ink (water soluble) is rolled out on a workboard, then rolled onto the string. The string is then pressed onto paper. This method is good for making Christmas cards.

VARIATION: Instead of gluing down string, using strips of cardboard to glue down a geometric design to print.

PERFORMANCE OBJECTIVES
CONSUMER EDUCATION-HOME ECONOMICS (3rd GRADE)
BY MRS. ANGELA DEL PRETE

LISTENING

L-1 Follows all of these directions in connection with kitchen manners:

a. Wears apron to keep clothes clean.

b. Washes hands.

c. Reads recipe and understands procedure.

d. Recognizes and puts out proper ingredients.

e. Rereads recipe to be sure of procedure.

f. Takes out proper utensils and equipment.

g. Washes utensils and cleans work area.

h. Leaves everything in order.

i. Checks stove carefully, including oven and stove.

L-2 Follows all of these directions regarding safety in cooking:

a. Pot holders used to prevent burns.

b. Handles of pots and pans turned toward back of stove.

c. Sharp knives and can openers handled carefully.

d. Cutting board used to slice, dice, chop or mince.

L-3 Repeats at least five directions in preparation for cooking.

L-4 Repeats five directions regarding safety in cooking.

L-5 Repeats the following directions for following a recipe:

a. Read carefully.

b. Washes hands.

c. Put out proper ingredients and utensils.

OBSERVING

O-1 Observes the formation of a bubble when water comes to a boil.

O-2 Observes that handles of pans are turned toward the back of the range.

O-3 Observes whether or not the stove is turned on.

O-4 Observes that measuring cups and spoons are of different sizes.

O-5 Observes the difference between pies and cake pans.

O-6 Observes that there are different ways of preparing foods such as baking, broiling, frying, boiling.

O-7 Observes the changes made in foods that are cooked.

O-8 Observes the importance of measuring accurately for success in cooking.

NAMING

N-1 Names ten foods.

N-2 Names the Four Basic Food Groups:
1) Meat, fish and poultry, 2) dairy products, 3) fruits and vegetables, 4) cereal and wheat products.

N-3 Names one food from the Four Basic Food Groups which we need to eat each day.

N-4 Names two categories of food sources and a variety of foods from each category. Example: animal-meats, milk; plant-fruit; vegetable.

N-5 Names the following methods by which foods can be preserved for later use:

a. canning c. drying

b. freezing d. salting

N-6 Names the following animals as food sources:

a. cow c. calf

b. pig d. sheep

N-7 Names two animals which give milk.

N-8 Names the following methods used to prepare foods:

a. boiling b. baking c. frying

N-9 Gives several reasons for eating a well-balanced diet.

N-10 Names the following materials:

a. wool b. cotton c. silk d. linen e. synthetics

N-11 Names the following animals which are clothing sources:

a. sheep b. rabbit c. seal

N-12 Names the following plants which are clothing sources:

a. cotton b. flax

N-13 Names ten items of clothing.

N-14 Names the following synthetic fabrics:

a. nylon b. orlon c. dacron

N-15 Names the following cutting tools used in cooking:

a. knife b. can opener c. scissors

N-16 Names the functions of the following:

a. Teacher b. Farmer c. Storekeeper D. Chef

e. Waiter f. Dressmaker g. Truckdriver

N-17 Names and identifies the following abbreviations:

a. Tsp. b. Tbsp. c. pt. d. qt. e. C.

N-18 Names the sources of the following materials:

a. wool b. cotton c. silk d. linen e. nylon

N-19 Names clothing as protection from cold and heat.

N-20 Cites differences and similarities in clothing worn by people all over the world.

N-21 Identifies wool as a fabric which would make warmer clothing than a fabric made of plant fiber.

N-22 Names three ways we obtain clothing:

a. shopping b. gifts c. hand made

N-23 Names the following fundamentals of Good Grooming:

a. keeping ourselves clean

b. brushing teeth

c. combing hair

d. keeping clothing neat and clean

N-24 Names five of the following ingredients needed to bake a cake:

a. flour b. sugar c. milk d. baking powder e. vanilla

f. shortening

N-25 Names the following items when presented with the actual object or its pictorial representation:

a. refrigerator b. stove c. table d. sink f. chairs

g. washing machine h. cabinet i. sewing machine j. dryer

k. frying pan l. toaster oven m. toaster n. blender

o. mixer p. wooden spoon q. material r. kitchen utensils

s. measuring cups t. measuring spoons u. cake pan v. bowls

w. muffin pan

N-26 Defines, or demonstrates when appropriate, the following:

a. bake b. chop c. sew d. mix e. melt f. running stitch

g. roll out h. grease i. stir j. broil k. fry l. boil

m. ingredient

N-27 Defines, or demonstrates when appropriate, the following:

a. thread a needle b. baste c. pinking shears

d. straight pin e. safety pin f. straight stitch

g. measuring tape

CLASSIFICATION

CL-1 Sorts pictures of foods and clothing according to their use.

CL-2 Selects foods from each of the Four Basic Food Groups which could be combined to prepare a simple and nutritious breakfast, lunch or dinner.

CL-3 Sorts foods according to the following categories:

a. proteins b. fats c. carbohydrates

CL-4 Sorts foods according to the holiday with which they are traditionally associated.

CL-5 Sorts foods according to the ethnic group with which they are traditionally associated.

MOTOR SKILLS

M-1 Threads a needle.

M-2 Sews a simple running stitch.

PERFORMANCE OBJECTIVES

- MUSIC -

BY ARNOLD LEEDS

MUSIC: LISTENING

ML-1 Child points to direction from which he can hear the following sounds: a. tape recorder, b. a human voice, c. a musical instrument.

ML-2 Pupil responds to rhythm of music by imitative movements.

ML-3 Pupil responds to rhythm of music by creative movements.

ML-4 Claps in time to music.

ML-5 Tells whether musical selection is: a. happy or sad; b. fast or slow.

ML-6 Is able to play rhythm instrument in time to music.

ML-7 Imitates rhythmic pattern by clapping.

ML-8 Imitates rhythmic pattern by playing rhythm instruments.

ML-9 Listens to melody and then sings it with accompaniment.

ML-10 Joins in singing familiar song after hearing a few measures.

ML-11 Takes turn singing phrases when teacher assigns different phrases to two or more groups.

ML-12 Selects appropriate rhythm instrument requested by teacher: cymbals, triangle, wood blocks.

ML-13 Gestures to mark end of a phrase.

ML-14 When asked to listen to two phrases of music, indicates by raising hand when a phrase is completed.

ML-15 Tells whether drum played by teacher or another student was loud or soft.

ML-16 In response to rhythm of music makes appropriate movement: hopping, walking, skipping, running, marching.

ML-17 Demonstrates understanding of similarity or difference in rhythm by changing movement in response to change in rhythm and returning to previous movement when rhythm is repeated.

ML-18 Listens to recorded music while moving appropriately, for a period of fifteen minutes.

MUSIC: NAMING

MN-1 When shown the following rhythm instruments, student can name them: drum, triangle, rhythm sticks, maracas, cymbals, jingle bells.

MN-2 When shown pictures of the following instruments, child can name them: clarinet, guitar, drums, piano.

MN-3 When shown three pictures after hearing the words of a song, points to the appropriate picture and names the song.

MN-4 Student supplies correct name - rather than first line designation of three songs.

MN-5 Supplies a rhyming word to complete a sentence such as "A mouse is in a _____."

MN-6 After listening to happy, sad, and exciting music the student can appropriately answer the question: "How did this music make you feel?"

MN-7 After listening to a story with music, student can name sequence in story by listening to the music without the narration.

MN-8 When shown pictures of the following rhythm instruments, child can name them: castanets, tambourine, sandpaper blocks, conga drum, snare drum, Indian drum, tone blocks.

MN-9 Names syllables of major scale.

MN-10 Substitutes syllables of major scales for numbers one through eight on a "ladder" representation of a major scale.

MN-11 Names quarter, half, dotted half and whole notes when shown large representations of them on a chart.

MN-12 When shown pictures of the following instruments, can name them: tuba, trumpet, violin, cello, bass violin, flute, clarinet, xylophone, harp.

MUSIC: OBSERVING

MO-1 Answers "No" in response to question: "Does all music sound the same?"

MO-2 Observes that instruments played at a distance sound softer than those that are near.

MO-3 Shown one picture of a drummer holding sticks near the drum and another picture of a drummer holding the sticks far above the drum, child selects appropriate picture to go with soft and loud drum sounds.

MO-4 Starts and stops on signal when singing or playing an instrument.

MO-5 Tells whether voice he hears is singing a melody or talking.

MO-6 A. Demonstrates each of the following ways music can be produced: hitting, plucking, blowing, bowing, shaking.

B. Points to appropriate instrument played in each of these ways.

MO-7 When shown pictures of each of the following instruments, pantomines playing of instrument, demonstrating correct way of holding it and appropriate movements of mouth, fingers, etc.

MO-8 Notes that black keys on the piano are grouped in twos and threes.

MO-9 When teacher strikes a given note on the piano, student describes position of the note in relation to the black keys, and then plays the same note in another octave.

MO-10 Notes that a shorter object usually produces a higher tone than a longer object.

MO-11 Shown pictures of the following instruments, tells whether he would expect each of them to be high or low: bass violin, piccolo, soprano recorder.

MUSIC: DECODING

MD-1 Tells whether two sounds are the same or different.

MD-2 Tells whether two short rhythmic patterns are the same or different.

MD-3 Plays higher or lower note on pitched instrument in response to code consisting of pictured symbols.

MD-4 Child plays rhythm instrument in response to coded symbols representing quarter, half and whole notes.

MD-5 Plays melody from code consisting of steps on a ladder.

MD-6 Child names symbols for G and F clef, and tells that each indicates whether the music is higher or lower.

MD-7 Tells number of beats per measure in a piece with time signatures 3/4 and 4/4.

MD-8 Matches equivalent symbols for quarter, half and whole notes and rests.

MUSIC: SERIATION

MS-1 When given pictures in random order of four bells graded from largest to smallest, arranges cards so that the bell with the lowest tone is on top and the one with the highest tone is on the bottom.

MS-2 Arranges set of four triangles in a row from highest to lowest.

MS-3 Given set of pictures of ice cream cones, each showing either a whole, half, dotted half or quarter note child arranges pictures from shortest to longest notes.

MS-4 Orders set of cards representing the music syllables, and places them on a "music ladder" ---- dashes going up the page.

MS-5 Shown ladder as above, child points to appropriate line when asked, "Show me where la is," and, "Show me where ti is."

PERFORMANCE OBJECTIVES

PHYSICAL EDUCATION,
BASIC MOTOR SKILLS

BY: SUE DRABKIN

LEVELS I & II

BMS-1 Walks for twenty feet, transferring weight from one foot to the other, one foot on the floor at all times.

BMS-2 Runs for twenty feet, transferring weight from one foot to the other while the body is suspended in the air.

BMS-3 Hops for ten feet, putting weight on one foot, pushing off floor, landing on the same foot.

BMS-4A Jumps in place, with weight on two feet, pushing into the air and landing on two feet simultaneously.

BMS-4B Jumps ahead with weight on two feet pushing into the air and landing ahead on two feet simultaneously.

BMS-5A Skips on a straight line for twenty feet, a step and a hop on one foot, step and a hop on the other, in a rhythmic manner.

BMS-5B Skips around a circle as in above.

BMS-6 Leaps through the air many times for a total of thirty feet, transferring weight from one leg to the other, involving elevation and suspension.

BMS-7 Gallops for thirty feet, combining a walk and a leap, using only one side of the body.

BMS-8 Slides for twenty feet, moving rhythmically with either the right or left side leading, by taking a step sidewards with the lead foot and bringing the other foot up to it without crossing feet.

BMS-9 Twists in place once, rotating one or more parts of the body while at least one part remains stationary.

BMS-10 Turns once, rotating one or more body parts.

BMS-11 Balances, maintaining self in a stationary fashion in at least three different ways.

e.g. - On one foot.
On one foot and one hand.
On tip-toe

LEVELS I & II

BMS-12 Uses body parts to create a shape that other children can pass through. (Shapes can be stationary, (balances), or they can have locomotion while retaining the shape.)

BMS-13A Mirrors, following the stationary actions of the teacher while facing him as if he were a mirror with the left side of student following right side of teacher for thirty seconds.

LEVEL II

BMS-13B Stands behind the teacher or another student and follows his actions, trying to look like him, with right side following right side for thirty seconds.

The BMS program for Level II is designed to review those skills presented at Level I, while improving each child's proficiency in them.

LEVEL III

BMS-14 Individual jump rope skills.

BMS-15 Prepares a routine sequence of a minute's length using at least four BMS from Levels I & II and presents it to the class.

PHYSICAL EDUCATION,
TUMBLING SKILLS

LEVEL I:

T-1 LOG ROLL - Lies on his back on floor with arms extended overhead and hands clasped and then, keeping body extended, rolls over and over for ten feet.

T-2 EGG ROLL - Lies on his back on a mat and brings knees and chin toward chest and rolls over and over in this position for three complete turns. Arms are clasped around legs.

T-3 SQUASH - Starts in on all fours, positioned with knees and palms touching the floor, and on a given signal, extends arms forward and legs back and lands flat on the mat.

T-4 BREAK - From a stationary position, falls forward on a given signal and catches himself with arms extended and head up. Arms must give.

T-5 FORWARD ROLL - Squats or stands on mat with feet slightly apart and places hands as close to toes as possible. Tucks head between knees and pushes with toes and rolls over once and stands up.

T-6 RUN & ROLL - Runs for about ten feet and then goes into a roll as described in #5, without cessation of movement.

T-7 NO HANDED ROLL - Same as forward roll, but hands are crossed over chest.

T-8 RUN & ROLL OVER PERSON - Same as #6, but rolls over person who is lying in an extended position at the end of the mat.

T-9 BACKWARD ROLL - Stands on mat, with back to mat, then squats down. Falls backward on to back and swings legs overhead. To complete the roll, pushes with the hands, which are close to the head, with palms down. Thumbs near ears.

T-10 BACK BEND FROM FLAT POSITION - Lies on floor on back with knees bent and brought up in the air (feet flat). Hands are near head with palms down and thumbs facing away from head. At a given signal, pushes up to form a curved arc.

T-11 ELEMENTARY CARTWHEEL - (Teacher Note: Draw a circle eighteen inches in diameter on the floor.) Stands sideways to the circle on the floor, bends down and puts nearer hand in the circle. Then twists body to put other hand in the circle, and then swings legs over the circle and comes to a standing position.

T-12 ELEMENTARY PYRAMIDS - Works with a group of at least three people to create a pyramid. (Anything with more than one level of children and is symmetrical is acceptable.)

LEVEL II:

T-13 FULL CARTWHEEL - Stands with one side of body to mat and arms extended overhead. Swings arms down toward the mat placing weight first on the hand nearest the mat, then on the other hand. Then swings legs over the body in an arc, landing first on one foot; then the other. Finishes in a standing position. (Teacher Note: Call off rhythm of hand-hand-foot-foot.)

T-14 TRIPOD - Places hands and forehead on mat to form a triangle. With elbows bent slightly, places knees on bent elbows. Lifts toes off mat and holds this balance.

T-15 HEADSTAND - From tripod position, extends legs upward toward ceiling. Holds this position. Then either returns to tripod position or tucks head and does a forward roll.

T-16 TWO MAN BALANCE - Creates, with another person, a balance in which at least two body parts of each person are touching.

T-17 TWO MAN STUNTS - CREATE OWN

T-18 JUMP & TURN - Stands with feet slightly apart and, using arms for propulsion, jumps a full rotation and lands in starting position.

PHYSICAL EDUCATION,
TUMBLING SKILLS

T-19 INDIAN RISE - Sits in a cross legged position with arms folded against chest. Rises to a standing position without placing anything but his feet on the floor.

LEVEL III:

T-20 CONTINUOUS CARTWHEELS - Executes three cartwheels in a row without stopping, as described in Level II.

T-21 CHINESE GET-UP - With a partner of approximately the same height and weight, stands back to back with elbows locked. Each pushes against the other and at the same time walks away from the partner to gradually sit down. Stretches legs out in front. Then he bends knees so that feet are flat on floor and pushes against partner's back until they come to a standing position.

T-22 THROUGH THE STICK - Holds wand in front of body, thigh high, and steps over, first with one foot and then the other without changing placement of stick. Then returns to original position, stepping backwards over the stick.

T-23 Creates and demonstrates to the class his own sequence of at least three stunts and tumbling skills that he knows.

T-24 Makes creative pyramid in group.

PHYSICAL EDUCATION,
BALL HANDLING SKILLS

LEVEL I:

BHS-1 In stationary position:

A. Bounces and catches with two hands.
B. Bounces continually with two hands.
C. Bounces continually with one hand.
D. Bounces continually while alternating hands.

BHS-2 Walks backwards for twenty feet while bouncing the ball with two hands.

BHS-3 Walks backwards for twenty feet while bouncing the ball with one hand.

BHS-4 Walks backwards for twenty feet while bouncing the ball with alternating hands.

BHS-5 Walks and bounces the ball in a circle around the body.

BHS-6 Bounce passes with a partner standing fifteen feet away.

BHS-7 Punches a stationary ball with a closed fist.

BHS-8 Walks forward for twenty feet while bouncing the ball with two hands.

BHS-9 Walks forward for twenty feet while bouncing the ball with one hand.

BHS-10 Walks forward for twenty feet while bouncing the ball and alternating hands.

BHS-11 Tosses the ball higher than the head and catches it before it bounces.

BHS-12 Push the ball higher than the head and catches it on one bounce.

BHS-13 Kicks a stationary ball by using the inside of the foot.

BHS-14 Stops a slowly moving ball by placing one body part on top of the ball.

BHS-15 Strikes a hanging ball five times solidly, using a paddle.

BHS-16 Rolls a ball, then runs ahead of the ball, turns around and fields it.

PHYSICAL EDUCATION,
BALL HANDLING SKILLS

BHS-17 Bounces ball with one hand while running forward for twenty feet (dribble).

BHS-18 Dribbles ball around a cone that is twenty feet away and returns to starting point.

BHS-19 Dribbles ball and changes direction on command.

BHS-20 Throws a ball overhand to the teacher, who is standing fifteen to twenty feet away.

BHS-21 Catches a ball thrown overhand by a teacher who is standing fifteen to twenty feet away.

BHS-22 Throws a ball underhand to a teacher who is standing fifteen to twenty feet away.

BHS-23 Catches a ball thrown underhand by a teacher who is standing fifteen to twenty feet away.

BHS-24 Dribbles, stops on command, and passes the ball accurately to a partner.

BHS-25 Passes a ball overhead against a wall five times.

BHS-26 With a closed fist strikes a stationary ball that is resting on a traffic cone.

BHS-27 With a closed fist strikes a ball dropped by himself.

BHS-28 With a paddle strikes a whiffle ball suspended from the ceiling or a string.

BHS-29 Strikes a whiffle ball as in #28 that has been hit to him by the teacher.

BHS-30 Balances a yarn ball on a paddle and walks a distance of twenty feet.

LEVEL III

BHS-31 Dribbles around cones placed around the room to form an obstacle race.

BHS-32 For twenty feet bounces (dribbles) a ball while sliding.

BHS-33 Dribbles while sliding and changes direction on command.

PHYSICAL EDUCATION,
BALL HANDLING SKILLS

BHS-34 Dribbles and evades the teacher who tries to get the ball from him. (Teacher controls the activity.)

BHS-35 Bounces a ball and catches it while sliding for twenty feet.

BHS-36 From a distance of fifteen to twenty feet throws overarm at a target for accuracy.

BHS-37 From a distance of fifteen to twenty feet throws underarm at a target for accuracy.

BHS-38 Executes a chest pass ten consecutive times against the wall.

BHS-39 Executes an overhead pass ten consecutive times against the wall.

BHS-40 With a closed fist, punches a ball that has been bounced to him by the teacher who is standing about fifteen feet away.

BHS-41 Stops a ball by placing any body part except hands on the top of the ball, and then, for a distance of thirty feet, kicks the ball with the inside of his foot. (The ball is kicked to the student by the teacher.)

BHS-42 Strikes a hanging ball using backhand and forehand (BHS-28).

BHS-43 For ten continuous times hits a whiffle ball against the wall with a paddle.

LEVEL I

LIND CLIMBER

NOTE: BEAM IS TWELVE INCHES OFF THE FLOOR.

LC-1 Stands (balances) with two feet on beam (bending knees to absorb the shock), and jumps off.

LC-2 Walks forward, using a heel-toe walk, for the length of the beam.

LC-3 Walks backward, using a heel-toe walk, for the length of the beam.

LC-4 Walks forward half the length of the beam and steps over a wand placed just below knee level by the teacher.

LC-5 Walks forward half the length of the beam, turns around, and continues walking forward to the starting point.

LC-6 Creates alone and in small groups (up to four), on either one, two or three beams, shapes that people can crawl through. (tunnels)

LC-7 Crosses the beam without using the feet for propulsion (e.g. - wiggle, crawl).

LC-8 Balances on the beam in at least three different ways. (On one, two or three beams.)

LC-9 Walk forward - beam at one foot - with beanbag balanced on head.

LEVEL II

LC-10 (Beam at two feet) Stands balanced on beam using two feet only and jumps off with knees bent on landing to absorb shock.

LC-11 (Beam at two feet) Walks forward length of beam, placing heel down first, then toe. Feels for his toe with his heel while moving down the beam.

LC-12 (Beam at two feet) Walks backwards on beam, using the heel-toe movement described in #2, but in reverse.

LC-13 (Beam at two feet) Walks forward on beam and steps over wand placed about knee level.

LEVEL II (continued)

LC-14 (Beam at one foot) Walks forward on beam, stoops down in middle to pick up a beanbag, and continues walking to end of beam.

LC-15 Creative experiences - Crosses any two beams of different heights (1-2), (1-3), (2-3).

LEVEL III

LC-16 SKIN THE CAT - Stands between the two beams, holding on with palms underneath. Without letting go, brings knees up to his chest and rolls backward, extending legs until they reach the floor. Then tucks head, pushes off, and rolls forward to return to original position.

LC-17 (Beam at one foot) Walks forward on beam and passes a partner (teacher) who is walking forward from the opposite direction.

LC-18 (Beam at one foot) Walks forward on beam with eyes closed.

LC-19 (Beam at two feet) Walks forward on beam, stoops to pick up beanbag, then continues walking.

LC-20 (Two beams at different heights) Works with at least one other child in such movement activities as balancing, mirroring, following, and pyramiding. (creative movement)

LC-21 (Two beams at three feet) Uses both beams to move from one end to another end, and keeps contact with both beams at all times. (Creative movement)

TWO BEAMS AT THREE FOOT LEVEL - PARALLEL BARS

LC-22 STRADDLE TRAVELLING - Moves from one end of the board by means of straddle travelling. From the straddle seat position, reaches arms forward along beam, extends legs backwards, thrusts from the hips and extends legs forward and over the beams. Continues until length of bar has been covered.

LC-23 Executes inverted hand stand.

LC-24 Executes swing and side mount.

LC-25 Executes swing and side dismount.